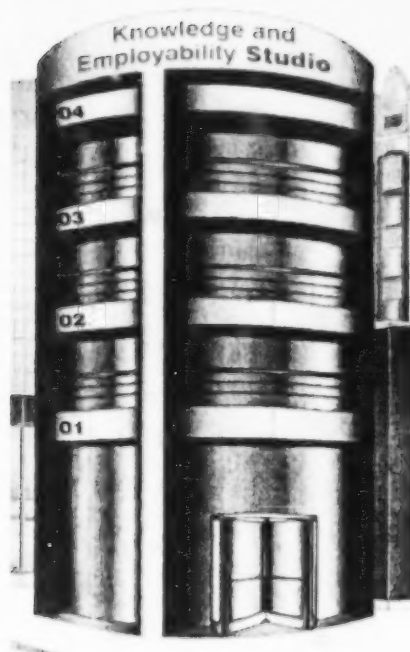


# Knowledge and Employability Course Handbook



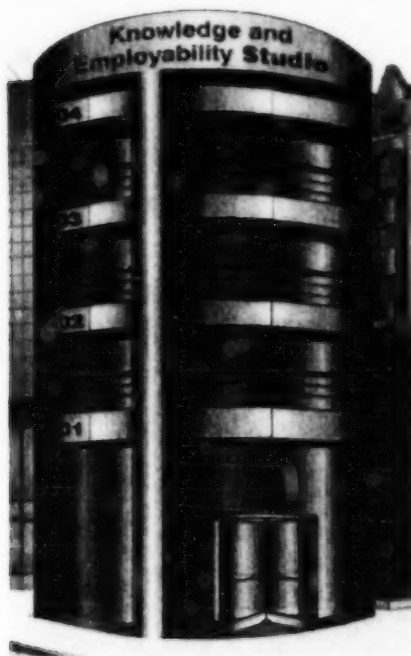
Grades 8–12

Revised 2009

Government of Alberta

Education

# Knowledge and Employability Courses Handbook



**Grades 8–12**

**Revised 2009**

**Government of Alberta ■**  
Education

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This manual is also available on the Alberta Education Web site:

<http://education.alberta.ca/teachers/program/know/programs.aspx>

This manual applies to:

Teachers	✓
Administrators	✓
Parents	✓
Counsellors	✓
General Public	

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Alberta Education handbooks are intended to complement and supplement the Guide to Education and provide education system administrators and professionals with additional program requirements and other essential information.

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Alberta Chamber of Resources  
Alberta Home and School Councils' Association  
Alberta Pacific Forest Industries  
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Alberta Teachers' Association  
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## Chapter 1: What is the purpose of this handbook?

In this chapter:

- Purpose of the *Knowledge and Employability Courses Handbook* Grades 8–12
- Guiding beliefs

### Purpose

This handbook is for district and school administrators, counsellors, teachers, parents/guardians, students and others involved in the process of implementing the Knowledge and Employability course of studies. It is intended to serve as a starting point as districts and schools introduce Knowledge and Employability courses.

School authorities may offer Knowledge and Employability courses in order to provide students who meet the criteria, identified in this handbook, with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning. The Knowledge and Employability course of studies can enhance experiences by connecting in-school learning to the home, community and workplace and also facilitate successful transitions from school to the workplace through hands-on, activity-based, on- and off-campus experiences. This may be provided through a variety of community partnerships including mentorship, job shadowing, field trips, guest speakers and Work Experience courses.

This handbook provides a general overview of the Knowledge and Employability course of studies and suggests practical strategies that may be useful as staff work with students, parents/guardians and community members/organizations. It is important to consult additional resources for more detailed information, such as school authority practices relating to the implementation of new programs of study.

### Guiding beliefs

The following beliefs guided the development of this manual.

- Enrollment in one or more Knowledge and Employability courses is determined individually on a course-by-course basis and is based on each student's secondary, continuing education and training and career goals, and how those goals relate to the philosophy, rationale and intent of Knowledge and Employability courses.
- Enrollment in one or more Knowledge and Employability courses encourages students to be successful, engaged learners.
- Decisions about enrollment in Knowledge and Employability courses are based on assessment information that identifies each student's achievement on a variety of measures that is gathered over time and recorded in the student's records.
- Decisions about enrollment in Knowledge and Employability courses, based on consultation with parents/guardians and the student, will include informed yearly written consent of parents/guardians (if the student is under 16 years of age) and the student. They will also include

## Chapter 2: What are Knowledge and Employability courses and who are they for?

In this chapter:

- Philosophy and overview
- Criteria for student enrollment
- Knowledge and Employability courses and students with special education needs
- Knowledge and Employability courses
- Characteristics of Knowledge and Employability courses

### Philosophy and overview

Knowledge and Employability courses are available to students in grades 8 through 12 who meet specific criteria as listed in this chapter. The courses are intended to provide students with opportunities to experience success and become well prepared for employment, further studies, active citizenship and lifelong learning. Knowledge and Employability courses include and promote:

- workplace standards for academic, occupational and employability skills
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills for exploring careers, assessing career skills and developing a career-focused portfolio
- interpersonal skills to ensure respect, support and cooperation with others at home, in the community and at the workplace.

### Criteria for student enrollment

Knowledge and Employability courses are designed to provide entry-level employment skills for students who:

- have demonstrated and/or expressed a desire to enter the workplace after completing a Certificate of High School Achievement rather than achieving a senior high school diploma.
- have expressed goals that include succeeding in school to become better prepared for the workplace
- achieve success through experiential learning activities that:
  - focus on reading, writing and mathematical literacy and essential employability skills in occupational contexts
  - provide practical applications and connections to the home, community and workplace.

Some students may transition successfully from Knowledge and Employability courses to other courses to achieve a senior high school diploma or to continuing education and training opportunities; e.g., some colleges, some apprenticeship programs. Reviewing each student's learning plans on an annual basis and adjusting their goals and courses as needed are important parts of the process.

**Knowledge and  
Employability  
courses**

Programs of study are available for the following courses:

- Knowledge and Employability English Language Arts 8–9 and 10–4, 20–4, 30–4
  - Knowledge and Employability Mathematics 8–9 and 10–4, 20–4
  - Knowledge and Employability Science 8–9 and 10–4, 20–4
  - Knowledge and Employability Social Studies 8–9 and 10–4, 20–4
  - Knowledge and Employability Occupations 8–9 and 10–4, 20–4, 30–4.
- (See Appendix C for a complete list of the occupational courses and the *Guide to Education: ECS to Grade 12* for a list of courses and course codes.)

Knowledge and Employability programs of study for courses are linked to the Knowledge and Employability page on the Alberta Education Web site at <http://www.education.alberta.ca/teachers/com/know/programs.aspx>.

**Characteristics  
of Knowledge  
and  
Employability  
courses**

Characteristics of Knowledge and Employability courses are as follows.

- Each student will have opportunities to:
  - take courses at his or her highest level of achievement
  - select courses to meet individual learning needs and secondary, continuing education and training and career goals
  - transition from Knowledge and Employability courses to other courses
  - remain in his or her neighbourhood and/or local schools
  - earn a Certificate of High School Achievement or, as appropriate, an Alberta High School Diploma.
- Students will be enrolled in Knowledge and Employability courses only when they meet the required criteria.
- Schools have the capacity and flexibility to meet the learning needs of each student through individual Knowledge and Employability courses.
- Time and credit allocations for Knowledge and Employability courses are consistent with other courses; i.e., 5 credits, 125 hours of instruction.
- Grade 9 students enrolled in Knowledge and Employability courses will be required to write Knowledge and Employability Provincial Achievement Tests.
- Students, their parents/guardians and teachers will be actively involved in developing, updating and monitoring each student's learning plan.



## Chapter 3: How can Knowledge and Employability courses be implemented?

In this chapter:

- Planning for implementation
- Alberta Education support
- Responsibilities of school authorities and school administrators
- Procedures for enrolling students
- Organizing for instruction
- Provincial achievement tests
- Practical applications
- Off-campus experiences
- Articulation
- Alignment with other courses
- Transitions to other courses

Implementing new courses may create minimal or significant changes within a district or school. Changes may involve staffing, instructional organization, classroom size and locations, allocation of human and other resources, professional development activities and staff and student scheduling.

Schools may implement Knowledge and Employability courses in a similar fashion to the introduction of new curriculum in any area of study. Students, parents/guardians and staff generally view the introduction of new courses positively and welcome new options for meeting the diverse learning needs of students.

### **Planning for implementation**

There is no right or wrong way to implement Knowledge and Employability courses. The best strategy is that which generates the most success for students within each district and school. Those involved in making decisions will draw upon the knowledge base and experiences within the district, school and community to customize an implementation strategy that will work for each unique learning community.

A thoughtful and well-developed plan gives school administrators, teachers and other stakeholders the confidence to begin the implementation of Knowledge and Employability courses. Comprehensive planning helps to reduce the number of problems or issues that may arise and their potential negative impact.

Successful implementation involves reducing anxiety and enhancing support for new courses by involving staff, parents/guardians, students and representatives from community groups in developing the implementation plan. Planning should include:

- sharing the philosophy and goals of the new courses
- providing a logical explanation and rationale highlighting the need for, and benefits of, the change
- timely in-service and other professional development activities

- human, print, technology, funding and other resources are appropriately allocated to support teaching and learning
- staff have timely opportunities to take part in related professional development activities.

The school is responsible for creating and nurturing an environment that supports student achievement. It is important that students and their parents/guardians have confidence in the school's ability to:

- identify individual student learning needs
- work with individual students and their parents/guardians to develop achievable learning and career goals and to create a learning plan for each student
- provide programming through a selection of appropriate courses and learning experiences
- monitor and assist students to reach their highest level of academic achievement and maximize their practical learning experiences
- form partnerships within the community to provide practical learning experiences in authentic settings
- implement new curriculum
- monitor, assess and adjust the implementation plan on an ongoing basis.

See the resources *Supporting Safe, Secure and Caring Schools in Alberta* and *The Heart of the Matter: Character and Citizenship Education in Alberta Schools* for further information.

#### **Procedures for enrolling students**

The main advantage of Knowledge and Employability courses is the flexibility they provide to students and schools in planning and selecting appropriate coursework, while providing practical work-related experiences. Student enrollment in Knowledge and Employability courses follows procedures that include assessment, informed annual written consent and a learning plan.

#### *Assessment for enrollment*

The decision to enroll students in one or more Knowledge and Employability courses is a collaborative process involving assessment and identification. Educational assessment is an ongoing process that integrates information from several sources, such as testing, observation, interviews, work samples and analysis of academic achievement.

Assessment results recorded over time will assist in determining the student's strengths, needs and abilities to ensure enrollment in courses appropriate to the student's highest level of achievement.

Students under consideration for enrollment in Knowledge and Employability courses should be identified using Level A or B assessment information that indicates they meet enrollment criteria.

*Junior high school* Time allocations for Knowledge and Employability junior high school courses are the same as time allocations for other courses and, therefore, should be scheduled in the same manner as other junior high school courses.

The various Knowledge and Employability courses provide opportunities for schools to be flexible as they implement the courses. Enrollment of students in one or more Knowledge and Employability courses is based on meeting the needs of the learner in each subject (see Appendix D for examples of implementation strategies at the junior high school level). Although students enrolled in Knowledge and Employability courses are identified using the code 710, this code does not distinguish the courses in which they are enrolled. Each student's learning plan will identify and track a student's coursework.

*Senior high school* Senior high school Knowledge and Employability courses are 5-credit courses and should be scheduled on the same basis as other courses; i.e., 1 credit for each 25 hours of instruction. Course codes for Knowledge and Employability senior high school courses are listed in the *Guide to Education: ECS to Grade 12*.

See Appendix E for examples of senior high school schedules.

**Provincial achievement tests**

Four new Knowledge and Employability achievement tests that reflect the Grade 9 outcomes for English language arts, mathematics, science and social studies are being developed. To be eligible to write a Knowledge and Employability test, in place of a regular Grade 9 achievement test, a student must have been enrolled in, and received instruction from the Grade 9 program of studies for that course. Further information about Knowledge and Employability achievement testing is available in the *General Information Bulletin* and *Subject Bulletins* at <http://www.education.alberta.ca/admin/testing/achievement.aspx>.

**Practical applications**

Practical applications are included in all Knowledge and Employability courses and may take place on- and off-campus. Practical applications enhance the relevance of schoolwork to everyday living at home, in the community and in the workplace.

Schools will implement Knowledge and Employability occupational courses in a similar manner as CTS courses. Additional equipment, facilities and/or resources are not necessarily required.

Practical applications may include a variety of community partnership activities, such as:

- hosting a career day at the school and inviting community employees/employers to present and share information
- organizing a science fair with the assistance of parents/parent groups
- interviewing members of the business community as an activity in the language arts or health programs

## Articulation

Course articulation between junior and senior high schools, and within schools in a district, can be successfully achieved through dialogue and collaborative planning. The potential for student success is increased when there is a smooth transition from junior high to senior high school or from one course level to the next.

Districts adopt a variety of strategies to prepare students and parents/guardians for transitions from Grade 9 to senior high school and from course to course, including:

- providing opportunities for students to explore career opportunities and their personal strengths and abilities, often in the Health and Life Skills or English language arts courses
- having Grade 9 students visit local senior high schools
- hosting student and parent/guardian evening sessions in which representatives of senior high school(s) provide information
- using the authorized Knowledge and Employability resources and the *Knowledge and Employability Studio* (Online Guide to Implementation) at the appropriate designated grade levels.

## Alignment with other courses

Knowledge and Employability courses reflect the ability levels of students, focus on employability and essential skills, and make connections to everyday practical home, community and workplace applications.

Knowledge and Employability courses also align with other courses to:

- accommodate students who transition to other courses and work toward achieving a senior high school diploma
- accommodate a variety of classroom settings, including combined classrooms.

The alignment between Knowledge and Employability programs of study and other courses is described below.

- Knowledge and Employability English language arts outcomes are organized into the five **General Outcomes** of the K–12 English language arts program.
- Knowledge and Employability mathematics outcomes are organized into the four **Strands** of the K–12 mathematics program.
- Knowledge and Employability science knowledge outcomes align with the **Units of Study** in Science 8, 9, 14 and 24.
- Knowledge and Employability social studies outcomes align with the **General Outcomes** in Social Studies 8, 9, 10-2 (draft) and 20-2 (draft).
- Knowledge and Employability occupational courses align with some of the Career and Technology Studies (CTS) courses. See the Knowledge and Employability – CTS Connections document.

## Chapter 4: How can the implementation of Knowledge and Employability courses be monitored and revised?

In this chapter:

- The school administrator's role
- Building a community of practice
- Monitoring student's growth
- Collecting data
- Monitoring and revising the implementation plan
- Indicators of successful implementation

Key components of improving student achievement and meeting individual student needs and goals include the alignment of curriculum, instruction and assessment and reporting progress to students and their parents/guardians. Communicating expectations and reporting student progress enhance the learning partnership between the school and home and increase the potential for student success. Parents/guardians will develop a better understanding of how to monitor and support their children's learning and increase their confidence in school.

Reviewing and adjusting the implementation plan through consultation with staff and community members, students and parents/guardians throughout the implementation process will ensure stakeholder needs are being met.

### **The school administrator's role**

The goal of supervising and monitoring instruction is twofold:

- 1) to ensure that students have the best academic and practical opportunities available to reach their maximum potential so they can become contributing members of society
- 2) to celebrate the achievements of the school, teachers, students, parents/guardians and the community as they work together to create a vibrant, challenging and supportive learning environment.

In monitoring instruction, the principal may involve other staff members, such as assistant principals, department heads, lead teachers and school counsellors. Monitoring instruction will help ensure that:

- students are enrolled in courses that are appropriate for their goals and ability levels and that course outcomes are being taught
- resources are appropriately allocated to support the range of courses and are used to enhance student achievement
- students are enrolled in courses that will lead to the attainment of a Certificate of High School Achievement or an Alberta High School Diploma
- students receive adequate support for their learning needs.

School districts and schools may consider making changes similar to the following.

- Reorganize for instruction to include a broader range of courses to better meet the needs of students.
- Change the physical location of the classroom(s) to accommodate and facilitate the implementation of courses.
- Revise the timetable to accommodate onsite or off-campus learning experiences.
- Reorganize teachers and support staff to align course needs with individual experience, expertise and interest.
- Upgrade or re-allocate resources to support the curriculum expectations of the new courses.
- Expand school–community partnerships to ensure that quality practical learning experiences and opportunities are available to support Knowledge and Employability courses.
- Improve or enhance the school–home partnership by providing meaningful opportunities for parent/guardian involvement.
- Focus on educational opportunities related to the vision, philosophy and rationale of Knowledge and Employability courses for staff, parents/guardians and community members.

All stakeholders should be provided with opportunities to be involved in or respond to proposed adjustments to the implementation plan and process. Changes should respect the ideas and circumstances of each stakeholder.

Regardless of whether or where adjustments may be needed, the starting point is always the same—**what is best for the student**. Every change and adjustment should be based on improving the learning environment and opportunities for the student as an individual and then for students collectively.

#### **Indicators of successful implementation**

The measure of a district's or school's success in implementing Knowledge and Employability course(s) may become apparent through:

- parent/guardian and student satisfaction in having access to courses aligned appropriately with the ability levels and goals of the student
- improved attendance rates as confidence grows in students' abilities to achieve school and employment preparation goals
- increased confidence of staff to meet the needs of a broader range of students
- a sense of growing school pride shared among staff, students and their families in the accomplishments of the school
- recognition and acknowledgement from the community
- completion of requirements for the attainment of Certificates of High School Achievement
- the successful transition of students to the workplace.

The successful implementation of Knowledge and Employability courses is one more step school authorities and schools can make toward preparing students for their future roles in society.



## REFERENCES

Alberta Education Resources:

*About Safe and Caring Schools*

<http://education.alberta.ca/teachers/safeschools.aspx>

Alberta Authorized Resource List and Annotated Bibliography for Knowledge and Employability Courses

<http://education.alberta.ca/teachers/com/know/resources/kelist.aspx>

*Guide to Education: ECS to Grade 12*

<http://education.alberta.ca/admin/resources/guidetoed.aspx>

*The Heart of the Matter: Character and Citizenship Education in Alberta Schools.* Edmonton, AB: Alberta Education, 2005.

<http://education.alberta.ca/admin/resources/heart.aspx>

*Knowledge and Employability Studio* (Online Guide to Implementation)

<http://www.learnalberta.ca/content-teacher/kes/index.html?launch=true>

*Off-campus Education Guide for Administrators, Counsellors and Teachers*

<http://education.alberta.ca/media/616821/offcampus.pdf>

*Standards for Special Education, Amended June 2004*

<http://education.alberta.ca/departments/policy/k-12manual.aspx>

## CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS<sup>①</sup>

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

<b>80 CREDITS<sup>②</sup></b> including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 10-2 OR 26 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>③</sup>
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>④</sup>
<b>5 CREDITS IN<sup>⑤</sup></b>
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability occupational course, or</li> <li>• 30-level Career and Technology Studies (CTS), or</li> <li>• 30-level locally developed course with an occupational focus</li> </ul>
<b>AND</b>
<b>5 CREDITS IN</b>
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability Workplace Practicum course, or</li> <li>• 30-level Work Experience course<sup>⑥</sup>, or</li> <li>• 30-level Green Certificate course<sup>⑦</sup></li> </ul>
<b>OR</b>
<b>5 CREDITS IN</b>
30-level Registered Apprenticeship Program (RAP) course <sup>⑧</sup>

① Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement (Appendix 5).

② To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.

③ See information on exemption from the physical education requirement in the Physical Education section of the *Guide to Education: ECS to Grade 12*.

④ See information on exemption from the CALM requirement in the CALM section of the *Guide to Education: ECS to Grade 12*.

⑤ To transition to the new Certificate of High School Achievement, 36-level IOP occupational courses may be used in lieu of 30-4-level Knowledge and Employability occupational courses.

⑥ Refer to the Off-campus Education Guide for Administrators, Counsellors and Teachers, 2000 for additional information.

⑦ Refer to the Alberta Education Web site for additional Green Certificate information.

⑧ Refer to the Registered Apprenticeship Program Information Manual, 2004 for additional information.



**Student's Name:** \_\_\_\_\_

[illegible]

## OCCUPATIONAL COMPONENT

Courses	OR Related CTS Courses	Marks				
		8	9	10-4	20-4	30-4
Workplace Readiness						
Business Services						
Fabrics						
Foods						
Horticulture						
Human Care						
Natural Resources						
Auto Mechanics						
Art/Design and Communication						
Construction: Building						
Construction: Metal Fabrication						
Cosmetology						

*Shading indicates courses not available at that grade level.*

## OTHER OCCUPATIONAL-RELATED COURSES

Courses	Grade 10 Mark	Grade 11 Mark	Grade 12 Mark
Work Experience			
Work Experience			
Registered Apprenticeship Program (RAP)			
Registered Apprenticeship Program (RAP)			
Green Certificate			
Other			
Other			

## KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT COURSES

EXPLORATION		ORIENTATION		
Junior High		Senior High		
Strand	Units of Study – Levels 1 – 2			
Art/Design and Communication	<ul style="list-style-type: none"> <li>Practical Arts</li> <li>Ceramics</li> <li>Graphic Arts</li> <li>Photography</li> <li>Audio/Video</li> </ul>	Art/Design 10-4	Art/Design 20-4	Art/Design 30-4
Auto Mechanics	<ul style="list-style-type: none"> <li>Two-stroke Engine</li> <li>Four-stroke Engine</li> <li>Basic Car Care and Maintenance</li> </ul>	Art/Media Communications 10-4	Art/Media Communications 20-4	Art/Media Communications 30-4
Business Services	<ul style="list-style-type: none"> <li>Communicating with Others</li> <li>Searching for Information</li> <li>Representing Information</li> </ul>	Auto Mechanics 10-4	Auto Mechanics 20-4	Auto Mechanics 30-4
Construction: Building*	<ul style="list-style-type: none"> <li>Layout, Design and Drafting</li> <li>Woods</li> <li>Metals</li> <li>Plastics</li> <li>Electricity</li> </ul>	Business Services 10-4	Auto Services 20-4	Auto Services 30-4
Construction: Metal Fabrication*			Logistics 20-4	Logistics 30-4
Cosmetology			Office Services 20-4	Office Services 30-4
Fabrics	Basic Sewing	Construction: Building 10-4**	Sales and Service 20-4	Sales and Service 30-4
Foods	<ul style="list-style-type: none"> <li>Basic Cooking</li> <li>Snacks and Convenience Foods</li> <li>Basic Baking</li> </ul>		Woodworking and Cabinetry 20-4	Woodworking and Cabinetry 30-4
Horticulture	<ul style="list-style-type: none"> <li>Soil Preparation, Plants and Planting</li> <li>Turf/Grasses</li> <li>Landscaping</li> </ul>		Wood Frame Construction 20-4	Wood Frame Construction 30-4
Human Care	<ul style="list-style-type: none"> <li>First Aid</li> <li>Child Care (Noninfants)</li> </ul>	Construction: Metal Fabrication 10-4	Construction Systems 20-4	Construction Systems 30-4
Natural Resources	N/A	Cosmetology 10-4	Metal Fabrication 20-4	Metal Fabrication 30-4
Workplace Readiness	<ul style="list-style-type: none"> <li>Personal and Workplace Safety</li> <li>Employment Exploration</li> <li>Acquiring a Job</li> <li>Keeping a Job</li> </ul>		Cosmetology 20-4	Cosmetology 30-4
			Esthetics 20-4	Esthetics 30-4
		Fabrics 10-4	Fashion Textiles 20-4	Fashion Textiles 30-4
			Industrial Textiles 20-4	Industrial Textiles 30-4
			Commercial Cooking 20-4	Commercial Cooking 30-4
		Foods 10-4	Food Preparation and Service 20-4	Food Preparation and Service 30-4
			Greenhouse and Nursery 20-4	Greenhouse and Nursery 30-4
			Landscaping 20-4	Landscaping and Maintenance 30-4
		Human Care 10-4	Child Care 20-4	Child Care 30-4
			Home Care 20-4	Home Care 30-4
			Agriculture 20-4	Agriculture 30-4
		Natural Resources 10-4	Forestry 20-4	Forestry 30-4
			Oil and Gas 20-4	Oil and Gas 30-4
		Workplace Readiness 10-4	Workplace Practicum 20-4	Workplace Practicum 30-4

\* These strands have been replaced by the single strand Construction at the junior high school level.

\*\* Students who successfully complete Construction: Building 10-4 may take Construction Systems 20-4.

<p align="center"><b>Knowledge and Employability Occupational Courses 2006</b></p>
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<p><b>Certificate of High School Achievement:</b></p>
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- |  |
|--|
| <ul style="list-style-type: none"> <li>• 5 credits in 30-level Knowledge and Employability course or 30-level CTS courses</li> </ul> |
|--|

<p>AND</p>
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- |   |
|---|
| <ul style="list-style-type: none"> <li>• 5 credits in a 30-level Work Experience course <sup>1</sup> or 30-level Green Certificate course <sup>2</sup></li> </ul> |
|---|

<p>OR</p>
-----------

- |   |
|---|
| <ul style="list-style-type: none"> <li>• 5 credits in a 30-level Registered Apprenticeship Program (RAP) course <sup>3</sup></li> </ul> |
|---|

1. Students may enroll in Work Experience 35 without having Work Experience 15 and 25 as prerequisites (includes Workplace Practicum 30-4).

2. Green Certificate courses are offered only at the 30-level for 6 or 5 credits.

3. RAP courses require prerequisites and are in series of 15, 25a, 25b, 25c and 35a, each are 5 credits.

**EXAMPLES OF JUNIOR HIGH SCHOOL IMPLEMENTATION STRATEGIES**

Scenario 1: The total number of students in Grade 8 is 32 and in Grade 9 is 28. Of the totals, six Grade 8 and four Grade 9 students are enrolled in a variety of Knowledge and Employability courses (not necessarily the same courses).

**School A**

The school has a homeroom organization where students in each grade remain together for all classes except for their complementary courses. School A uses an infusion model in which the teachers address Knowledge and Employability programs of study and other programs of study in the same classroom. The Knowledge and Employability programs of study align with other courses to an appropriate degree to facilitate a variety of whole-class and small-group classroom activities.

A teacher's aid is shared by the two teachers, who have scheduled the aid's assistance to facilitate the combined classroom setting. The aid works with both large and small groups of students.

**School B**

The school has a homeroom organization where students in each grade remain together for all classes except for their complementary courses and mathematics classes. School B uses a combination of segregated and integrated classroom settings. The teachers of both the integrated and segregated classrooms have scheduled their mathematics classes at the same time. Students enrolled in Knowledge and Employability Mathematics 8 and 9 are 'pulled out' of their classrooms and work with another teacher.

Scenario 2: The total number of students in Grade 8 is 32 and in Grade 9 is 28. Of the totals, 24 Grade 8 and 24 Grade 9 students are enrolled in a variety of Knowledge and Employability courses (not necessarily the same courses).

**School C**

The school has a homeroom organization where students in each grade remain together for all classes except for their complementary courses. The number of Knowledge and Employability students in School C can warrant a separate classroom for the Knowledge and Employability core subjects. The teacher can combine subjects, e.g., mathematics and science, within the segregated classroom. Students can be integrated for their complementary courses or separated into occupational-specific options.

A teacher's aid is shared by the two teachers, who have scheduled the aid's assistance to facilitate the integrated and segregated classroom settings. The aid works with both large and small groups of students.

## EXAMPLES OF SENIOR HIGH SCHOOL SCHEDULES

**Note for following Samples A, B, C, D and E:**

- All courses are 5 credits (125 hours of instruction), unless otherwise indicated.
- Shading indicates minimum course requirements for a Certificate of High School Achievement.
- Complementary courses may include courses in the following:
  - Knowledge and Employability Occupational Courses (including a safety course)
  - Knowledge and Employability Workplace Practicum
  - Career and Technology Studies (CTS)
  - Fine Arts—Art, Drama or Music
  - Green Certificate Specialization
  - Physical Education 20 and/or 30
  - Registered Apprenticeship Program
  - Second Languages
  - Work Experience.
- Students may enroll in Work Experience 35 or Workplace Practicum 30-4 with one of Workplace Readiness 10-4 or CTR1010 as a prerequisite.

**Sample A**

School is on a semester system.

Student's goal is to earn a Certificate of High School Achievement in two years of high school.

YEAR 1		YEAR 2		CREDITS
Semester 1	Semester 2	Semester 1	Semester 2	
English Language Arts 10-4	Science 10-4	English Language Arts 20-4	English Language Arts 30-4	20
Mathematics 10-4	Social Studies 10-4	Social Studies 20-4	Science 20-4	20
Physical Education 10 (3 credits) + CALM (3 credits)	Complementary Course— Workplace Readiness 10-4	Complementary Course— Occupational Course 20-4	Complementary Course— Occupational Course 30-4	21
Complementary Course— Occupational Course 10-4	Complementary Course— Work Experience 15	Mathematics 20-4	Complementary Course— Workplace Practicum 30-4	20
21	20	20	20	81

## APPENDIX E (continued)

### Sample C

School is on a semester system.

Student's goals include:

- leaving the second semester of year three to start employment or upgrading if necessary for continuing education and training opportunities requirements
- taking English language arts and mathematics for the full year for Grade 10 and Grade 11
- earning a Certificate of High School Achievement in three years of high school.

YEAR 1		YEAR 2		YEAR 3		CREDITS
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
English Language Arts 10-4 Mathematics 10-4	English Language Arts 10-4 Mathematics 10-4	English Language Arts 20-4 Mathematics 20-4	English Language Arts 20-4 Mathematics 20-4	English Language Arts 30-4		25
Social Studies 10-4	Science 10-4	Social Studies 20-4	Science 20-4	Complementary Course—Occupational Course 30-4		25
Physical Education 10 (5 credits)	Complementary Course—Occupational Course 10-4	Complementary Course—Occupational Course 20-4	Complementary Course—Occupational Course 20-4	Complementary Course—Workplace Practicum 30-4		25
Complementary Course—Occupational Course 10-4	CALM (3 credits) + CTR1010 + CTR1210 = 5 credits	Complementary Course—Workplace Practicum 20-4	Complementary Course—Workplace Practicum 20-4			20
21	20	20	20	15	0	95

## APPENDIX E (continued)

### Sample E

School is on a semester system.

Student's goals include:

- taking a combination of Knowledge and Employability and other courses
- transitioning from an initial goal of earning a Certificate of High School Achievement to achieving an Alberta High School Diploma in three years of high school.

YEAR 1		YEAR 2		YEAR 3		CREDITS
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
Mathematics 10-4	Science 10-4	Mathematics 20-4	Science 20-4	English Language Arts 20-2	English Language Arts 30-2	30
Physical Education 10 (3 credits) + CALM (3 credits)	English Language Arts 10-4	English Language Arts 20-4	Social Studies 20-4	Social Studies 23	Social Studies 33 or 30-2	31
Social Studies 10-4	Complementary Course—Occupational Course 10-4	Complementary Course—Occupational Course 20-4	Complementary Course—Occupational Course 30-4	Mathematics 24	Science 24	30
Complementary Course—Occupational Course 10-4	Complementary Course—Workplace Readiness 10-4	Complementary Course—Workplace Practicum 20-4	Complementary Course—Workplace Practicum 30-4			20
21	20	20	20	15	15	111

**Note:** Student has completed his or her requirements for the Certificate of High School Achievement after the first semester of the third year.

**Note:** Student would need to transfer into English Language Arts 20-2 from English Language Arts 20-4.



## PLACEMENT OF STUDENTS IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students benefit most when their needs and their education plans are appropriately matched. School personnel and parents should consider the following as guidelines when determining the suitability of students for enrollment in one or more Knowledge and Employability courses.

**Enrollment of a student in Knowledge and Employability courses must include consultation with, and the informed written consent of, parents/guardians and the student.**

### GUIDELINES

<b>Learner Achievement Performance and Assessment</b>	<p>Students may:</p> <ul style="list-style-type: none"> <li>• have a history of low achievement, e.g., have a grade level achievement 2–3 years below their peers, in core academic subject areas as evidenced in such records as anecdotal reports, teacher observations and documentation, analysis of student work, rating scales, checklists, earlier Individual Program Plans and achievement test results in grades 3 and 6</li> <li>• have basic literacy levels, especially in reading, writing and mathematics as documented from standardized testing results but fall well below those of their age peers but not below a Grade 4 level</li> <li>• have a recent individual psychological assessment that indicates a low average I.Q.</li> </ul>
<b>The Learning Environment</b>	<p>Students may respond positively to:</p> <ul style="list-style-type: none"> <li>• clear and guided instruction</li> <li>• learning by doing (concrete, experiential learning opportunities)</li> <li>• instruction that is connected to everyday, work-related problems and/or personal experiences to which the student can relate</li> <li>• individualized reading development strategies to increase the student's level of literacy</li> <li>• frequent and constructive feedback and incremental indications of success</li> <li>• relevant and meaningful connections to the community to enhance the transition from the school to the workplace</li> <li>• guidance in developing personal management, study skills and social and emotional strategies</li> <li>• a safe, caring and nurturing environment with clearly articulated boundaries and limitations.</li> </ul>

## BACKGROUND

This section includes overviews of the Integrated Occupational Program (IOP), the consultation and review process and the change from the IOP to the new Knowledge and Employability courses. The intent is to demonstrate the shift in approach to instruction intended by the Knowledge and Employability courses.

### Overview of the Integrated Occupational Program (IOP)

The Integrated Occupational Program (IOP) was created in the early 1990s for students in grades 8 to 12 who:

- required education experiences that focused on developing reading, writing and mathematics literacy and employability skills in occupational contexts
- expressed a desire to leave school before achieving an Alberta High School Diploma.

The IOP was developed as a five-year program to begin in the eighth year of schooling and continue through the twelfth year of schooling. Students were able to enter and exit the program at any time during grades 8 through 12.

The Integrated Occupational Program included:

- **core courses** – English language arts, grades 8–12; mathematics, grades 8–11; science, grades 8–11; and social studies, grades 8–11
- **occupational courses** – practical arts, grades 8–9 and courses in a variety of occupational clusters in grades 10–12.

Senior high school IOP courses were numbered 16, 26 and 36 (grades 10, 11 and 12 respectively).

Students identified as IOP students entered the program and, with few exceptions, took all of the IOP core courses and a selection of IOP occupational courses. Exceptions included IOP students who were capable of achieving at a higher level. Some districts provided opportunities for these students to take other courses within the IOP classroom; e.g., Mathematics 14 in the Mathematics 16 classroom, CTS courses in a related IOP occupational classroom.

Students who completed 80 credits, including a specified number of credits in IOP core and occupational courses and other courses, earned a Certificate of Achievement.

## Overview of changes

The consultation and review process resulted in revising policy, requirements for a Certificate of High School Achievement and programs of study; identifying and creating new resources and developing new Grade 9 Knowledge and Employability Provincial Achievement Tests.

### Policy

The Integrated Occupational Program (IOP) policy was modified to:

- reflect a sequence of courses to meet the needs of individual students by providing flexibility and opportunities for students to take a variety of courses, transition to other courses and take courses at the student's highest level
- change credit/time allocations from 3, 5 or 10 credits to 5 credits to increase alignment with other courses
- provide additional criteria for enrolling students
- change the name from Integrated Occupational Program to Knowledge and Employability courses.

### Requirements for a Certificate of High School Achievement

The requirements for a Certificate of High School Achievement (see Appendix B) were revised to reflect changes in policy including:

- a sequence of courses rather than a program
- the change of credit allocation
- minimum credits at the 20 or 30 levels needed for a Certificate of High School Achievement
- mandating Mathematics 20-4 and Science 20-4 courses for a Certificate of High School Achievement (consultation input indicated that mathematics and science at the 20-4 level are minimum requirements for success in the home, community and workplace and are needed for successful transitioning to Mathematics 24 and Science 24)
- 5 credits in a 30-level work experience or workplace practicum or RAP.

### Programs of Study and Resources

Programs of study were revised and new resources created or authorized based on:

- the need to revise programs of study to reflect changes for other courses and/or new courses; e.g., Career and Technology Studies (CTS) courses
- the need to update, identify and/or create new resources
- current employment trends and opportunities, continuing education and training and employability skills needed in the workplace
- current research, knowledge and understandings about how students learn; differentiated instruction; teaching strategies and current practices; integrating/segregating students; school-to-continuing education and training opportunities and school-to-work transitions
- new Information and Communication Technology (ICT) outcomes and guidelines

<b>The Integrated Occupational Program:</b>	<b>Knowledge and Employability courses:</b>
<ul style="list-style-type: none"> <li>Community partnerships were integral to the program and included job shadowing, mentorship, bringing community members into the classroom/school and/or work experience. Community partnerships were emphasized in the occupational courses.</li> </ul>	<ul style="list-style-type: none"> <li>Practical applications that may include community partnerships are included in all Knowledge and Employability courses and promote on- and off-campus experiences that connect the school to everyday home, community and workplace environments.</li> <li>The Knowledge and Employability courses continue to provide off-campus activities and will follow the requirements and guidelines in the <i>Off-campus Education Guide for Administrators, Counsellors and Teachers</i>.</li> </ul>

